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ABSTRACT

This proceedings contains 25 presentations and summaries of presentations from the 22nd annual Rural and Small Schools Conference held at Kansas State University. Entries of three or more pages are: "Technical Education for Rural Kansas" (Ralph Beacham); "Galactic Explosion at Cool School" (summer science program) (Sue Hagedorn); and "School Leadership for the New Millennium: Rural/Small School Leadership" (Don Kussmaul). Other presentations pertain to curriculum development, a behavioral disabilities program, standards-based mathematics, program evaluation, technology mentors, nontraditional education, character education, technology-based educational strategies, after-school programs, multiple intelligences, all-day kindergarten, violence prevention programs, public engagement, grant writing, school reorganization planning, and student evaluation. (SV)

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22nd Annual Rural & Small Schools Conference
October 29-30, 2000

"Rural and Small Schools: Education for a New Era"

Proceedings

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CURRICULUM DEVELOPMENT:

Beyond the Notebook on the Shelf

Presenter:

Bernice Albers

USD #284 — Chase County

Cottonwood Falls, Kansas

Most school districts, large or small have some form of curriculum development/ revision in place. Unfortunately, once that curriculum is written, it is often placed on a bookshelf and forgotten. There may not be a process in place for regularly evaluating the effectiveness of what is taught and demanding accountability from those who are teaching.

This presentation will expose participants to a process of curriculum development that promotes educator participation and implementation. Participants will examine a comprehensive accountability based curriculum model that will provide stability in the curriculum process, even in the midst of constant change.

This presentation will provide participants with the opportunity to identify the problem in their own school system. Does the curriculum actually end up on the shelf? Do teachers believe the curriculum is realistic and appropriate? Is there articulation from one grade level to the next or from one building to the next? Is curriculum development an administrative priority in the building or district? Are teachers compensated for their work? Is there a long range curriculum plan?

Many rural districts want to address these issues but do not have the time, personnel, or financial resources. This presentation will provide an example from Chase County, USD #284. This is a small, rural district with limited resources. However, the staff and community has developed extensive curriculum in all subject areas. The presentation will focus on a model that provides step by step procedures for developing and implementing curriculum, validating or revising curriculum, evaluating student learning, incorporating meaningful staff development, and perhaps most importantly, making the curriculum relevant and teachable. It is vital that teachers see the value in time spent on curriculum development.

Of course, the curriculum must be aligned to state standards. In and of itself, that process can be very difficult and time consuming. However, when you make it part of the regular curriculum process, it becomes meaningful to the teachers involved. The teachers at Chase County have a high comfort level with the state standards and use them regularly to ensure the local curriculum is focused on appropriate content. At the

same time, all curriculum decisions are made by the professional educators of Chase County. This allows for tremendous buy in from the teachers at all levels.

The presentation will include handouts that provide step by step details for implementing the model. The presenter will use a PowerPoint presentation in conjunction with the handouts. In addition, participants will see a very short video of curriculum work in progress at Chase County. Finally, there will be time for questions and discussion from the group. This is a very important part of the presentation since it creates an active learning environment. Participants will leave this presentation with a detailed plan for implementing an extensive curriculum development process.

A Program that Works for BD and Socially Maladjusted Youth

Presenter:

H. Lowell Alexander

Southeast Kansas Education Service Center (Greenbush)

Parsons, Kansas

The presentation will consist of a power point presentation that includes a short description of the Project Alternative program, activities and extensive data will be reviewed, comparing the success of the last five years of programming.

Included in the presentation is an overview of the basic behavior plan that is the starting point for all Project Alternative students. Specific behavior plans will be shared for students with unique problems. This includes an overview of the level system and the contingencies for good and anti-social behavior.

The "ten basic rules for management" will be reviewed with examples and activities for each. Specifically, these are as follows:

1. Non-escalation of problem behavior.
2. Students should always be given an opportunity to control behavior without losing status.
3. Warnings are offered sparingly.
4. Students must know consequences for behavior.
5. Students must assume responsibility for their decisions.
6. High expectations for academic and social behavior.
7. Interactions in manipulation.
8. The role of the team approach and individual mentors in modifying student behavior.
9. The utilization of punishing and reinforcing contingencies in modifying students anti-social behavior.
10. The utilization of off campus community based programs to enhance self-esteem.

The presenter will review the guaranteed approach to transitioning back into the home school setting and how the Total Quality Management approach is utilized in providing this service to rural schools.

Finally, the presenter will detail those strategies that may be successfully utilized for all students exhibiting serious anti-social behavior in rural schools. Emphasis will be placed on development of building based alternative services that are low cost, high efficiency strategies, in dealing with these difficult students.

Standards-based Mathematics Curricula in K-12:

NSF-Sponsored Textbooks that align with National and State Standards

Presenter:

Jennifer Bay

Kansas State University

Manhattan, Kansas

Objectives

The objectives of this session are threefold. First, to raise awareness about standards-based mathematics curricula, second, to share research results related to these curricula that demonstrate gains in student achievement, and third to show where to access more information about the curricula.

Description of Session

This interactive session will include several components. First, several brief lessons/activities will be shared from the different levels to illustrate the nature of the standards-based curriculum. Much data has been collected and reported related to the effect of these curricula on student achievement, and this will be shared. The data includes a wide variety of research sites from rural schools to urban. In addition, information will be shared via the web on how to get more information, samples, professional development, and other important information related to the curricula.

Method of Presentation

The session will include active engagement of participants in several mathematical tasks. Participants will also collaborate, discuss and report what questions/needs they have related to mathematics curriculum. This will be followed by a presentation using overhead transparencies and an online illustration of useful web sites. This portion of the presentation will address the needs identified by the group and share relevant research.

Technical Education for Rural Kansas

Presenter:

Ralph Beacham

Southeast Kansas Education Service Center

Olathe, Kansas

Technical education courses are becoming more and more difficult to provide to high school students. Lack of qualified instructors, increasing graduation requirements and expensive equipment have severely limited the ability of many school districts to offer these programs. Many high school students do not have ready access to an AVTS/ Technical College. These problems are multiplied for the many rural school districts in the state. The result of these cutbacks are most noticeable when these students enter the workforce or enroll in a post-secondary technical education program.

In response to this growing need the Southeast Kansas Educational Service Center, Greenbush (SECESC) has developed a series of programs and services to assist Kansas school districts in providing a wide range of state-approved (VE-2) technical education instruction to their students. These programs and services include:

- Computer-based VE-2 Program Delivery
- Career & Technical Education Program Development & Oversight
- Management of Career & Technical Education Programs
- Operation of Career & Technical Education Programs

Computer-based VE-2 Program Delivery
In the spring of 2000 Virtual Greenbush introduced the first of a series of computer-based technical courses designed to meet the needs of small high schools who do not have access to an AVTS/Technical college program or technical programs of their own. The initial offering includes two self-paced, one credit hour, basic electronics courses; AD-DC THEORY and ANALOG-DIGITAL THEORY. These VE-2 approved courses are delivered to the individual students through media based lessons and supervised through the Internet by our certified electronics instructor. The courses include hands-on experiments utilizing trainers and related test equipment provided by NIDA Corporation.

Individual students may enroll in one or two hours of the program through their home high school. JC-TEC will provide the curriculum, equipment and instructor. The actual classwork will be completed wherever the individual high school chooses to locate the equipment. Participants are eligible for .5 vocational funding for the periods enrolled based on a written agreement between the school district, SEKESC and KSDE. Grades

are awarded by JC-TEC and transcripted by the local high school. We are currently developing articulation agreements for these courses with several Kansas technical colleges.

In the fall of 2000 Virtual Greenbush introduced CISCO I and II, the first half of the CISCO Certified Internetwork Expert (CCIE) certification program. These two, one credit hour courses are fully Internet based. The hands-on component is also provided via Internet. Additional VE-2 approved courses are currently under development.

Career & Technical Education Program Development & Oversight
SEKESC will assist school districts in the initial development and continued oversight of individual, district operated, career/technical education programs. Year-One services include the research and development of the initial VE-2 proposal through KSDE approval, assistance in staffing issues, development of the initial program budget, assistance in design and equipping the shop/lab, and developing the curriculum package. Year-Two and beyond services include assistance with program advisory committees, curriculum modifications, budgeting, coordination with KSDE and program evaluation/improvement planning.

Management of Career & Technical Education Programs
SEKESC will provide for the complete management of a secondary-level career and technical education center at one or multiple sites. This service includes, but may not be limited to:

- Program development and State VE-2 preparation/approval
- Curriculum development
- Day-to-day program operation
- Development and utilization of advisory committees
- Vocational Student Organization — organization and management
- Special needs services
- Program & instructor evaluation
- Staff and student policies and procedures
- Certification of personnel
- Budgeting, purchasing, accounts payable and other fiscal services
- Preparation of all State reports
- Student recruitment, admissions and management
- Marketing of programs

Operation of Career & Technical Education Programs
In addition to the above services SEKESC will provide a component that provides the personnel required to operate the programs. This package includes the employment of staff and all payroll/personnel related services.

SEKESC is currently involved in two cooperative technical education programs. The first, JC-TEC provides a full range of operational services including nine, two-year technical programs to students from five school districts in Johnson County. We also operate a one-year building trades program for a consortium of three school districts in Leavenworth and Wyandotte counties.

SEKESC has the ability to develop a program(s) to meet the specific needs of district or group of districts based on the needs of the district's students. School districts interested in learning more about these programs and services may contact SEKESC at (800) 554-3412 or they can contact the Director of Career & Technical Education at (913) 780-7026, e-mail at rbeacham@cicom.net

Identifying, Evaluating, and Assessing

Online Courses and Programs

Presenter:

Mike Bodensteiner

Southeast Kansas Education Service Center

Girard, Kansas

A recent internet search resulted in literally hundreds of different "hits" of organizations, vendors, and schools that deliver online high school courses, professional development, and enrichment programs. Evaluating and assessing these options becomes a daunting task for school board members, and administrators. This session will specifically address key features and components that should be considered to determine potential effectiveness of online courses and programs. Participants will actually view those features (e.g., graphics, media clips, chat lines, and assessment) that differentiate between "average" and "outstanding" internet based programs. They will have the opportunity to view different components of actual online courses and staff development programs from the United States, Canada, and the United Kingdom currently available to Kansas students through Virtual Greenbush.

- Participants will learn a process for evaluating online courses and programs.
- Participants will understand the importance of aligning online programs to the learning needs/styles of students.
- Participants will identify new line resources for students and staff.
- Participants will understand the importance of establishing partnerships for online delivery.

Method of Presentation

A number of different strategies will be incorporated to insure the success of the presentation. The primary communication medium will be a PowerPoint presentation that will allow school board members to experience the video, audio, graphics, and other features of outstanding online programs. Multimedia featured in the PowerPoint presentation will be supplemented by lecture and a question-and-answer session. Special effort will be made to encourage school board members to share experiences with online instruction and other internet based programming. Related discussion will serve as the basis to relate key presentation points to the actual implementation of online programming in local buildings. Workshop materials will include sample policies regarding online instruction that school board members can utilize for implementation in local districts.

Local Assessments: Powerful Tools for Change

Presenters:

Milt Dougherty

Jon Paden

USD #444 — Little River

Little River, Kansas

Through presentation of our efforts to create a system of local assessments, and through discussion generated by that presentation, this program will help others see how we have developed a local assessment process that provides powerful information for student success. Additionally, audience members will see how this information has been the impetus for real changes in both teaching and learning. The intended audience is administrators, curriculum directors and school improvement teams interested in learning how we are moving from a one-size-fits-all model to a system of one-stop shopping for learners.

The Changing Face of Mathematics –

Standards-based Mathematics – What's the Story??

Presenters:

Michelle Flaming

ESSDACK

Hutchinson, Kansas

Target Audience: K-12

Math reform is sweeping forcefully across the Nation. What are these standards-based programs; what makes them different; and how does a school district support the implementation? This workshop provides immersion into a middle-school standards-based math program which introduces concepts within realistic concepts that support mathematical abstraction. The mathematical tasks and problems embedded in this approach are designed to stimulate mathematical thinking and promote discussion. In standards-based math students are expected to explore math relationships; develop and explain their own reasoning and strategies for solving problems; use problem solving tools appropriately; and listen to, understand, and value each other's strategies. The goals of this session are:

- To learn more about the various standards-based math programs;
- To experience a middle-school standards-based math program wearing a student's hat;
- To understand how to successfully implement a math reform project.

Galactic Explosion at Cool School

Presenter:

Sue Hagedorn

USD #223 — Hanover

Hanover, Kansas

"Cool School" can best be defined as a summer adventure program which was incorporated in 1999. In the initial planning stages of this USD 223 pioneer program, the attitude was hopeful that this would be a learning experience that would take root and grow. Careful and strategic planning was implemented.

The district-wide student population was surveyed for interest in establishing the program. Much more than adequate interest was shown, and Superintendent Smirl informed the Title I teachers as each of the attendance centers that they would be the orchestrators of "Cool School." Students from both the public parochial schools were invited to participate, and the response was overwhelming.

At the Hanover Attendance Center, the sixty-seven student candidates were sectionalized according to their grade/age appropriate levels, inclusive of Pre-K through Eighth grade. The agenda included three sessions for the duration of four weeks in the month of June. A culminating activity held at the conclusion of the sessions allowed for students to synthesize the knowledge gained from their summer adventure. Transportation of rural students was provided and funded by the district. Our transportation director did a meticulous job of route scheduling for the rural clientele for all three sessions.

The educational goals of the Cool School Summer Program coupled the activation of the students' imagination with the incorporation of practical skills and fun ideas to stimulate learning. Ensuring that the children continue to read, write, mathematically compute, and solve problems intelligently were the primary goals. Offering students an opportunity to apply new understandings and knowledge to new situations, while enabling them to apply and refine their schematic, prior knowledge was the key to the mission. Students were stimulated to make connections between presented concepts and ideas and to internalize this new information. Many across-the-curriculum activities encouraged students to express themselves and challenged them to reach to the scopes of their creative imaginations.

In the "Cool School" of Summer 1999, "Space" was chosen as the thematic unit to trigger the inquisitiveness of the young minds. Space and space travel is an expansive subject. A keen awareness that a student's attention is often directed toward recent

events and that our teaching needs to reflect real-world applications in order for students to appreciate their reference was reflected. Children are naturally fascinated with the workings of the world and environment around them, and recent developments in space contributed to this! Building on this sense of wonder was a natural way to also increase the youth's global appreciation and stewardship.

The composition of lesson plans were of a diverse nature. Incorporation of many modes of communication was effective. Daily, the students "signed in" on the Venn Diagram that was posted for them. This was a unique way to record attendance, and the students looked forward with eager anticipation, to the unique, sometimes bizarre topics of the day. The students also took immediate pride in their continuing effort of keeping their personal "Space Word Dictionary" current. Each day, new terms and definitions were incorporated into the discussions. In addition, responsive journals were routinely done. Students were proposed with space-related and real-life scenarios that they responded to. In turn, instructor responses with positive comments and more thought-provoking implications were generated. This transformed into an extremely effective approach in assisting them to think critically and conscientiously.

Hands-on activities, which we called "labs" were done daily to instill the concept at hand. We managed to complete more than twenty-seven labs! The students were responsible for predicting, hypothesizing, analyzing, and theorizing the gathered information and data. Observation charting and graphing were incorporated and the students took much deserved pride in their conclusions. Some of the more popular "labs" included determining the distance between planets with toilet paper, demonstrating retrograde motion with the merry-go-round and tennis balls, space word jeopardy, air-powered rockets, liquid-powered rockets, creating a simulation of a comet, space food menu planning and tasting, constellation dough construction, Newton's Third Law lab with pennies, the simulation of the moon walk, and the infamous egg drop contest. This is just a sampling of the numerous successful labs we completed. We were busy!

Community support created a cornerstone with an enthusiastic, unwavering climate for the success of this Cool School program. The community's gestures of support and encouragement assisted the students and myself to focus on the positive attitudes that abounded in the relationship between the Cool School and the community. The students witnessed first-hand the benefits that are generated when we work together for the common good, and they are learning by example, how to become concerned, contributing citizens of tomorrow. In a joint effort, a float was constructed, complete with a firing rocket, for the annual, community "Days of '49" parade. To have the opportunity to promote their pride in their accomplishments to almost a thousand people was an indescribable feeling for these students! It is our continued hope that we can continue to build on this effective two-way relationship and maintain strong ties. We are optimistically looking forward to a future of enthusiastic and consistent support.

Contributing to the overall success of this learning adventure, the technique of peer tutoring was an effective means of improving and enhancing the student-to-student relationship. I monitored my remedial, Title I students closely throughout the summer program, and witnessed first-hand the positive, beneficial gains of the mastery of the

basic concepts that resulted. The cooperative learning group format was an effective means of administering some of the labs, and the combined effort and modeling that evolved was amazing! Some of the student clientele were gifted and well-above average in academic scores, however, student equality prevailed. All students found their "comfort zone" and contributed. The potential of some of the harder to reach students was pushed onward and upward—far surpassing their traditional limitations. It is critical that we never lose sight of the fact that it is equally important to build children's self-esteem and self-confidence if we want them to become successful, competent learners.

My presentation will include samplings from all of the aforementioned agendas, inclusive of the Space Word Dictionary, the Venn-Diagrams, and a scrapbook of the clientele in general and the "labs" in candid action. A video tape of actual "Cool School" happenings and interviews of students highlighting their thoughts of this learning adventure will also be viewed. It is my continued belief that "out of the mouths of babes," is the true test of the success of this venture. A Power Point program will also highlight techniques, strategies, and experiences. Participation in actual demonstrations will also enhance and spark the sense of wonder of the "Cool School" concept.

The thematic approach of choice for the "Cool School 2000" summer adventure is water/hydrology/oceans and this topic is lending itself beautifully toward achieving my goals for this learning adventure. My unforgettable "out of the mouths of babes" collections will hopefully be amplified as the enrolled clientele increased by more than 50% over last year. I will have 95 students to learn together and grow with!

An Evaluation Study of the National Science Foundation's Rural Systemic Initiative

Presenter:

Jerry Horn

Western Michigan University

Kalamazoo, Michigan

The National Science Foundation's (NSF's) Rural Systemic Initiative (RSI) is designed to improve science and math education through systemic reform efforts across large collaboratives. In 1998, The Evaluation Center was selected to conduct an evaluation study of this nationwide initiative with a concentration on three of the five RSIs that were operational at that time (Appalachian, Delta, and UCAN). In 2000, NSF expanded the study to include three new RSIs (Texas, Coastal, and Michigan).

This study has four objectives:

1. To develop a system of indicators around each of the identified six drivers of educational reform
2. To determine the perceived relative importance and value of each of the drivers and indicators for reform in RSI schools in selected communities
3. To determine the status of innovation/reform within selected communities with respect to factors thought to support or serve as barriers to innovation and education reform
4. To determine the ways and the extent to which the perceived importance and value of the drivers and the characteristics of the community impact on systemic reform efforts and student achievement in mathematics, science, and technology.

The research methodology for this study includes a mixed-methods approach using direct observations, case studies, surveys, document reviews, and the Delphi technique. The presentation will provide the results of the various studies conducted over the past two years and plans for the next two years. To date, six case studies have been completed of rural communities in Kentucky, Mississippi, Tennessee, Louisiana, New Mexico, and Arizona. Common and unique findings from these case studies will be discussed, as well as the procedures for selecting the visiting team and the on-site procedures.

Further results from two surveys on the value of the drivers in the reform efforts and the locus of control for change and reform will be discussed and distributed.

Finally, preliminary findings related to the culture of rural communities and the extent to which this facilitates or serves as a barrier to systemic reform will be presented. Interaction and discussion with the audience will be encouraged.

School Leadership for the New Millenium
Rural/Small School Leadership

Presenter:

Don Kussmaul

East Dubuque Public Schools

Dubuque, Illinois

I wish to talk to you today about the issue of change as it applies to school leadership, especially, rural/small school leaders, at the beginning of the new millennium, how we as school leaders must take an active role as change agents within our districts, communities, state and nation. It is evident by the role education is playing in the politics of this nation and each state that we as leaders must be actively involved. I hope to provide you with some background to the issue of educational change as I see it and have experienced it over the past decade and how change will affect what we do to drive education at the beginning of the new millenium; provide you with some examples of how and why small/rural school leaders should be involved; and point out how we can make a difference and have made a difference over the past year. I also want to illustrate that networking is in place for us to be successful and that all it will take is a commitment on your part to be a player. As your district's leader you can play a significant role. I have and you are no different from me.

While the business world leadership was rocked in the seventies by the gas shortage, the automobile industry retooling from fast, " gas hogs" to fuel efficient, well constructed cars, and the decline of American steel production, it was not until the 1983 publication of *In Search of Excellence* that a new approach to doing business was defined and became a way of survival. If business was to survive, then change in how one did business had to occur. The sooner the change the better chance for survival. Schools were also affected in 1983 by the publication of *A Nation At Risk*. Educational leaders opted for trying harder with what they already had rather than working smarter with a new approach to schooling.

Until the 1990's leadership of schools did not change dramatically; the parts and pieces were much the same as from the 1960's. In 1968, people saw change as an event that was predictable and dangerous. Today, that view has flipped 180 degrees as people view change as a continuous journey that is required for us to survive. The advent of state established standards, all grade/all student yearly assessment, high stakes testing, teacher testing, teacher/administrator re-certification, teacher shortages, administrator shortages, crumbling facilities, and lack of sustained funding: all of these issues and more have made change a constant in the management of most school districts. Change is good especially when it is viewed as constant. As a small school superintendent I do not fear state standards or student assessment, for we have always done well. I think that is normally true throughout the United States. Yearly testing with the ITBS, CAT or other well known, reliable tests have been utilized for years by schools to gage the

success of schools and the students. Local goals and standards have been set and students are expected to learn and master the skills to meet the standards and goals. Small is powerful. Smaller organizations consistently beat larger organizations to the future in almost every way. Smallness encourages clearer focus, better communication, less bureaucracy, and more rapid decision making and response to changing conditions and opportunities.

High stakes testing scares me when I think of the pressure that we place on kids to score high at all cost. Last spring I listened to a test expert talk about the testing program in Georgia and how the state would be testing preschoolers to see if they would meet the standards to move into kindergarten. This may be an extreme example, but extremes are out there. In September, on a trip to Idaho I listened to the discussions about the testing program in Wyoming on the radio. The state department was holding two hearings for input around the state. So many parents appeared to speak at the first one that it was rescheduled to a bigger location to accommodate everyone. I believe that additional hearings were then established; parents were heard and their wishes were expressed to the legislators and state department of education. Parents have subsequently become involved in the testing/assessment process along with local school district personnel. Just last week I read a study that was done in Minneapolis, MN that stated poor student attendance was the biggest factor affecting student achievement. Students attending classes 95% of the time did 50 % better than those attending 85% of the time on state tests. The East Dubuque Schools average daily attendance last year was 96.4 %. After checking data on select rural schools across the country I found this to be common. We do have the best attendance rates. An analogy that I like to refer to when thinking about the significance of a high stakes test is taking a baseball player such as the Mets' Mike Piazza and basing his salary on how well he did on August 14, 2000. The Mets played the Atlanta Braves and Greg Maddox was the pitcher. Piazza went 0 for 4 with the bat and had his first pass ball of the year. One must forget about 1500 innings of errorless catching, 28 homeruns, 66 extra base hits, and the fact that with runners in scoring position he is successful in driving them home 47% of the time. The fact that a high stakes test will be taken on May 5, 200- and will determine whether a student passes on to the next grade or graduates from high school does not take into account the work a student does. The fact that the student has never missed a day of school in 13 years; has completed over 100 hours of community service; has been an honor role student for the past 4 years and has been on athletic teams and performed in the school play does not seem to matter. What matters is a snapshot in time that is unrealistic.

As small/rural school leaders, we are constantly bombarded with issues of the day, issues that push education in various directions, issues which manifest themselves as change. Change can be described as movement directed by state or national officials to keep the district's educational progress improving according to external standards. I educationally define change as movement designed and orchestrated locally to keep the district education progress on the "cutting edge." In the former, change is designed on a state level and applied to you with little or token local input. In the latter, educational improvement is designed and orchestrated locally involving teachers, administrators, parents, and community. From the national level the change is farther removed but none less significant.

It is easy to say that we do not have the time to do any more. I know; I am a small school superintendent. I have 688 students K-12 and the luxury of an elementary and a high school principal. My office consists of a bookkeeper and me. The bookkeeper is a 1988 East Dubuque High School graduate without a college degree. She and I operate a budget of $5.5 million. Local taxes, state and national entitlements constitute $3.8 million, and the remainder is from competitive grants from the state, national government, and private corporations and foundations. As small/rural school leaders, we must hustle. I operate a half million dollar "Pre-K At Risk" program for 7 school districts as well as serve as the director for the local Community College Extension Center that operates day and night classes for 324 students (mostly nontraditional) within the high school. We market our district as a Center for Life Long Learning, and we do have adults who have taken classes twenty-four hours a day. I have been superintendent of East Dubuque Schools for the past 19 years, superintendent for 23 years, 29 in administration, and 33 total years in education. While I've been at East Dubuque we have experienced three-quarters of a million dollars of debt and the loss of one-third of our assessed valuation, but we have fought back with new sources of revenue. I wrote legislation, found legislators to sponsor the bill, testified on behalf of the bill, and secured emergency funding. I have been part of a group of local businessmen who established an economic development corporation which has been instrumental in bringing four new businesses to our community. This has been accomplished with very little state assistance. We have done it locally. As small school superintendents, we must be involved in our community. I have been on the committee to change local town government to a city manager form of government and served on the selection committee of the first two city managers. I don't live within the city limits but I am committed to my community. My children call East Dubuque HOME. I know that I will never have 1,000 students. I know that my funds will always be limited. I know that my compensation will never compare to the suburbs. I know that I will never have the significant impact on education as the larger schools—NOT TRUE - NOT TRUE. This is the biggest mistake that we make—we can be heard and we are significant. In a state the size of Illinois with 900 school districts I have been elected to two terms as Secretary of the Illinois Association of School Administrators. I chose to run for national office of AASA as a member of the Executive Committee. I ran as one of 5 candidates from across the 50 states. I represented the district with the smallest population and feel privileged to have been elected. We all have a chance of being heard and making a difference. No longer can we just be a stay-at-home, in-the-district superintendent. We must be political, on the move. This is a role that many of us don't feel very comfortable with, but that must change if we are to lead rather than be lead. At one time, I felt that I couldn't make a difference, but now I know I can.

During the past year, the American Association of School Administrators has been working on three national legislative issues, the Rural Education Initiative, continued Medicaid support, and changing the status of IDEA to entitlement. During this time, I have had the opportunity to work with AASA on the Rural Education Initiative that would offer additional dollars to small, rural school districts instead of the current piecemeal programs. It would also give districts additional funding to help hire a teacher, pay for signing bonuses, hire reading specialists, participate in distance learning or any other expenditure that would help reading or mathematics achievement levels. The overall cost of the REI is $62.5 million. This bill handily passed the House but was derailed in the Senate. Nonetheless it is still part of the overall education

package. AASA has established a Special Interest Group (SIG) for small/rural schools. You can receive email updates weekly on the national issues that affect our schools. When assistance is needed with legislation, districts are notified and told to contact local congressmen/women. This has made a significant difference. We are being heard. There just aren't enough of us yet.

During June I was part of a group of superintendents who met with staff of the Senate Finance Committee and the staff of the federal Health Care Financing Administration to voice our objections to the new rules for the filing of claims for Medicaid funds. The new rules had not yet been introduced, and we wanted to meet to voice our concerns and present alternatives to the proposed rules. This was an unprecedented meeting. The new rules would complicate an already complicated issue. We were able to get the regulations stopped, and we became part of a group to review the procedures and establish guidelines that would be more appropriate. While this is still in process and the battle is not yet won, we are being heard. At the present time 13 million children receive medicaid services from schools, costing $2.3 billion; the total cost of medicaid is $107 billion. While $2.3 billion is not a significant amount in federal spending terms, it is very important to schools in serving 13 million children. The voices of small/rural schools have been significant in maintaining the medicaid support.

The third significant issue that AASA has been working on is federal funding for the Individuals with Disabilities Education Act (IDEA), which oversees special education programs. The target is that special education be funded fully as an entitlement program. This would mean the federal government would pay its original promise of 40 per cent for educating students with special needs. At this time it does not look as though special education will get entitlement status, but there will be an additional 1.3 to 2.0 billion dollars placed in IDEA for next year. Recently, in a discussion with Bruce Hunter, AASA legislative director, he stated that this was the first time he could remember having three AASA driven pieces of legislation living and going on to survive. He attributes the success to people at home, board members and superintendents, administrators and parents, contacting congressmen/women by email on the issues. A recent Gallup Poll, as well as a poll done by AASA, showed that parental support for their child's school was at an all time high. Your local people who are informed are very satisfied with what is being done in their children's schools. Keep them informed, encourage them to get involved statewide. Encourage your state associations to work together to be informed and keep you informed of state educational issues. Make sure that your legislators know that you are interested. Provide information and facts, and be sure to thank them when they do support positive education issues.

The teacher shortage issue is here and it will get worse. There are changes we can make in recruitment, hiring, compensation and retention efforts that may ease the negative effects for our small/rural districts. I live in a Tri-State area where all three states have great early retirement packages for teachers. I have been able to hire recently retired teachers from near-by states to fill positions. I give credit for parochial school teaching experience on our salary schedule and can easily attract experienced parochial school teachers. I look at the process of education from the 1960's and can say that we should have seen this day coming because we have done so much with gender equity in education that many of our candidates go into different professions. Let me explain it

this way: in 1964 the valedictorian of a small school is female and is seeking a career. Experience—and role models—suggest she has three possibilities—a secretary, a nurse, or a teacher. She is the "Best and Brightest." She attends a teachers college and graduates with a degree in English and begins teaching high school English for $6,000 per year in 1968. Being of the "Best and Brightest" she is well prepared in methods and content to teach, she is a principal's dream. She has class control; is a leader; and is respected by students and parents. In 2001 she will be 55 and ready to retire. In 1995 the valedictorian of a small school is female and is seeking a career. She has unlimited possibilities for a career. She decides to be an astronomer. During her sophomore year she decides to change and become an accountant. She changes majors and still graduates in four years with honors. During the summer of her junior year a major corporation offers her an internship in their international headquarters paying moving expenses both ways, finding her housing for the summer, and paying her $750.00 per week for the summer. She returns to school for her senior year and she is wined and dined weekly by the corporation until she signs with the corporation. She starts at a salary higher than I can pay my top teacher, she has a signing bonus, she has an intern bonus, and when she passes her CPA she receives another bonus. The benefits are too good to mention. This is the Best and the Brightest of today. I know that it is true, for one is my wife of thirty-five years and the other is my daughter. We have done our job too well. We have opened a world of possibilities for our graduates that never existed for past generations. Many times the best and the brightest are attracted to other, more lucrative fields, for which we have prepared them well. Those drawn to education are dedicated, educated, and willing to work with children to provide a better life for them. We must be willing to work with novice teachers to ensure that their early experiences are positive and rewarding to retain them. Small/rural communities across the nation are considering such things as low-interest or no-interest loans for homes, signing bonuses, rent reductions, percentage payment for and/or forgiveness of school loans—these are among the creative changes being considered in districts like ours. We must provide incentives for new and experienced teachers alike to continue to work to improve the lives of children, and to improve the profession, the profession that will teach to the future.

In summary please remember that leadership of our small/rural schools is not about status quo, holding the line, or continuing as we have. It is about changing the way we do business to meet the needs of children, parents, and community. Change must be a constant if we are to survive.

- Smallness encourages clearer focus, better communication, less bureaucracy, and more rapid decision making and response to changing conditions and opportunities. Seize the opportunity to be the best and on the "cutting edge," be the leader, not one to be lead.
- The "issues of the day" come and go in education, take the best parts and apply to the education of children. Provide a vision, define goals, set district standards, and reach for results that will continue to prove we provide the best education possible for all children.
- As leaders we must be vocal and active at the state and national levels. No longer can the leader always lead from within the district. We must be on top of issues; attending conferences such as this are a must. Budgets must be developed for superintendent involvement "outside of the box."œ

- Effective networking of educational leaders across the country is just beginning. Establish networks with superintendents within your state and nationally to address issues that will affect education globally and at home; be heard in your state capitol as well as nationally.
- Take time to recognize what has been accomplished and build on it for the future.

Teacher/Student Success with
Technology Mentors in Rural Schools

Presenter:

Marilyn May

Kansas State University

Manhattan, Kansas

This is an action research project that demonstrates both teacher and student success using peer mentoring to integrate technology into curriculum. The project, entitled LEAP (Learning Enhanced by Assisting Peers), was funded through The Technology Literacy Challenge Fund and was developed by Smoky Hill Education Service Center to promote increased technology integration by providing on site assistance through mentoring. The presentation will include a multimedia overview of the activity, student projects, assessments and results.

Education today is quickly following the lead of business as we race into the information society of the 21st century. This new society is best characterized by constant and continual change. Educators are becoming recognized as change agents within the learning community. However with technology innovation moving at such a phenomenal pace, the position of change agent becomes monumental. Teachers who already have full schedules now need to allocate time to learn use and application of technology tools that seem to evolve over night. With this in mind many funding agencies are allocating money specifically to provide support for teachers as they attempt to meet the educational challenges of implementing technology change.

Many rural educators face these changes with the added challenge of geographic isolation. Being in a rural setting creates a situation where resources and opportunities for professional growth are limited, change is difficult and often resistance to change is strongest from within one's workplace. Affiliation with other teachers who are interested in introducing similar change can be helpful but is usually limited in the rural setting. In rural schools, a teacher often is the whole department, thus opportunity for professional reflection and interaction may be slim.

Telecommunication technology represents a veritable revolution in how we conduct our professional lives. Although there is little empirical research on the subject, it would seem to hold considerable promise for rural education. Agencies are seeking opportunities to fund projects that aid in the implementation and development of integrated technology programs that will enhance education in the rural setting. Obviously directing funds toward supplying the latest hardware is important but

simply having the technology available is not enough. It must be accompanied by training.

Professional development is a major need for all educators. Rural districts face specific problems of providing continuing professional development. Clearly, single workshops have a limited effect on teaching. Districts have limited resources to offer alternatives for the usual off-site teacher workshops that mean long-distance commuting and rather expensive hosting. And these lack the element of on-site help and continuing contact.

The LEAP project emerged as a grant to direct funds into rural Kansas schools and was specifically targeted for educational improvement through technology implementation. Money was spent on upgrading on-site technology but also at providing ongoing professional development that would impact the school climate. Mentoring teams became the key factor in the LEAP project. Funding was provided for hardware and software and specific technology training, but the emphasis was placed on the mentoring of two teachers at each district site. The mentoring teams provided professional level feedback on the technology integration and on-site support for the daily challenges that accompany technology. Teachers no longer felt isolated in their position as change agent. They were more comfortable and confident in taking the role of technology leadership.

The project was not intended to result in a statistical research project. The goals were more action research based, with implementation at four rural sites and a focus on providing support for the mentoring teams. Assessment was based on multiple testing with the online Profiler and the main project goal was to increase teacher confidence in technology use. The hypothesis was that increased confidence would promote a more positive attitude and leadership role in terms of technology change and that this would also be evident in an increase in student profile scores. Teachers took the profiler to establish a base line of technology capabilities. The Profile asks for individuals to self report technology skill abilities and then documents personal growth in skill and confidence.

Results of the study can be viewed in terms of trends and recommendations for further more controlled studies. Concluding data showed that on average, teacher scores improved by 29.11% after completing the mentoring activity, as compared to 7.78% average improvement after completing two days of technology staff development. Student's completing the mentoring project gained an average of 18.75% compared to an increase of 7.73% gained by students not participating in mentoring activities. Findings for all students showed increases in classes where there was mentoring between students. This increase was higher after the mentoring activity than after traditional types of one and two day workshop instruction. All teachers completing the mentoring activity intend to incorporate mentoring into curriculum next year and reported greater interest and a more positive attitude towards technology. Future research in this area will probably lead to an expansion of mentoring activities that help to enhance the integration of technology into classroom curriculum.

Character Education Initiatives:
A Humble Beginning at Humboldt

Presenter:

Janet Neufeld

USD #258 — Humboldt

Humboldt, Kansas

Character Education "Intelligence plus character—that is the true goal of Education."
— *Martin Luther King, Jr.*

Character Education simply gives structure to learning about broadly supported traits and how they are linked to good behavior. Students will develop important qualities and learn new skills that will give them control over their ability to choose and make good decisions. Every person has a role in modeling good character. A character education initiative in our district brings higher expectations of positive behavior and conduct to the forefront, while providing young people with clear examples and skills to guide them.

The purpose of this presentation is to share with this group how we have begun to initiate Character Education development at Humboldt High School and to showcase the programs we have implemented and where we are headed in the future.

The first level of character education implementation was for me to attend the character education training workshops held at Greenbush for administrators and counselors. A workshop was given by Anne R. Lee of the Character Development Group, Chapel Hill, NC. This was an excellent workshop focusing on the implementation of character education programs in the school setting. Various exchange of ideas, materials and resource groups were made. I attended two additional workshops at Greenbush presented by Sue Kidd. These workshops provided invaluable information and resources to gather information and ideas for our high school. Most of my text and reading resources have come from books by Thomas Lickona, Educating for Character: How Our Schools Can Teach Respect and Responsibility and Parents, Kids and Character: 21 Strategies To Help Your Children Develop Good Character by Helen Legette.

I was so excited about the character education materials and workshops I attended, I started immediately on a Character Education program at Humboldt High School. First

of all, we sponsored a "Hunt for the Core Virtues". We hid tokens representing seven core virtues of character development, one at a time in the community. The students were given a daily clue in our school announcements to help find these tokens. The student was able to bring the token to me and receive a $50.00 savings bond, sponsored in part by a local bank and from grant funds we had received. Tokens were hidden in various places, Pinecrest Nursing Home, the city council hearing room, Spirit of Love Bookstore, Poplar Grove Baptist Church, First Commercial Bank, Humboldt Public Library and the Humboldt Historical Museum. This hunt brought our students in contact with many residents in the community as a result of the search. Our winners were recognized at our Awards Assembly in May and presented with bond certificates and tee-shirts. In our endeavor to introduce the character education movement in our school, I promoted our hunt through local and county news publications.

My next step was purchasing character chalk board toppers for each classroom in the building. I also supplied each staff person a copy of the Eleven Principles of Character Education. Our next step in the fall 2000 school year will be to start new programs with new awareness goals. We implement a "Character of the Week" parking spot. A nomination form called "I've got character!", that are available for students and staff to fill out when they witness events of character in our building. We have also ordered inserts for our students to be placed in their student agenda books. The inserts are Character Education and the Seven Habits of Highly Effective Teens. At the next level to keep our students thinking and processing the character education program is to implement it into our local, quarterly writing assessments. Our writing chair-person has taken the information from the planners and placed it in the writings option list for our assessments. This way we will not have the students writing about character education.

Our next effort will be to work more on staff development and community awareness. We devote in-service time for additional information and training to be shared. A lot of my materials and ideas I received from the workshop by Anne Lee at Greenbush. Along with my building administrator, Ken Tarrant, I am truly convinced that we are seeing some great results among our students in such a short period of time. The students who found the tokens ranged across the student body in diversity. We have been able to have many school events with great success and participation of our students and staff. As Stuco sponsor, I was able to correlate our Stuco activities with our character education focus. Stuco sponsored a school-wide banana split party commemorating the great year we have had in our building. We made banana splits and had competitions and prizes for each student and staff member. I personally have been overwhelmed by the response and interest our students have shown in these initiatives and how wonderful these individuals are. I compare it to watering a garden, the students are flourishing and flowering with the nurturing of these rather basic initiatives.

I appreciate the opportunity to share the beginning of a new program with other individuals and educators. As the Character Education movement sweeps across the state and country, hopefully, we will be able to create a wealth of exchange and new ideas among all of us to enhance and foster learning of one of the most precious resources we have at small, rural schools, our students.

Creating a Rural Alternative High School

Presenter:

Bruce Petersen

USD #333 — Concordia

Concordia, Kansas

This session will outline the stages of implementation and operation of Cloud County's Alternative High School, which is located in the rural community of Concordia and operated by USD #333.

The primary objective of CCAHS is to focus on the non-traditional student, the high school dropout, or current high school students who have little chance at completing the course requirements for a high school diploma. With students ranging in age from 15-64 years old, CCAHS started classes last winter with an enrollment of 12 students, and recognized its first five graduates at Concordia High School's spring graduation ceremony in May of 2000.

The outline of the presentation will include; 1) recognizing the need for the school, 2) identifying the key personnel, 3) developing a plan of implementation, 4) developing the curriculum and handbook, 5) the operational costs, 6) the staffing, 7) the application forms and the referral committee, 8) the selection of students, 9) the discipline, 10) the graduation requirements, and 11) the sustainability.

A packet of information including a CCAHS brochure (designed by one of the students), newspaper articles, and other information will be handed out to the participants of this session.

Handheld Computing: Keeping Technology Close At Hand

Presenters:

David Pownell

Gerald Bailey

Kansas State University

Manhattan, Kansas

Handheld computers are usually seen as organizing tools for schedules, addresses, phone numbers, and to-do lists. While these tasks are important, handheld computers can perform many more functions for educators. This session will introduce you to the Palm handheld computer and discuss an empowerment model that educators can use for leading, teaching, and learning.

Outcomes: Participants will have an overview of handheld computers (Palm Computer) and have an understanding of what information functions can be done with them. They will see how these new mobile technologies can enhance their schools by applying them for leading, teaching, and learning.

Agenda: There will be a fifty minute informational demonstration with a PowerPoint presentation. Also during that time, a Palm emulator will be used to demonstrate the potential uses of handheld computers. The remaining time will be used for questions and answers. (Depending on the size of the audience, there may be some hands-on with Palm computers.)

Skills needed: Participants will not need any specific technology skills, but should possess a desire to see how new emerging technologies can enhance education at all levels.

Data in the Small School Context

Presenter:

Sherry Reed

Southeast Kansas Education Service Center — Greenbush

Lawrence, Kansas

Objectives

1. Share the purposes and power of working with data at the classroom, school, program, and district levels.

2. Demonstrate models for using data to diagnose student and program progress.

3. Show how to connect assessment information to the Kansas Curricular Standards and classroom instruction.

4. Participants will interpret data from multiple assessments to determine performance standards and make decisions about instruction.

Method of Presentation

The audience will experience a PowerPoint display, including video clips of the school improvement process in action. Participants will review and interpret data from real schools to make judgments and consider strategies. Participants will also have their questions answered about making changes in or creating comprehensive school plans at the building level. Imbedded in the information is the opportunity for discussion about the requirements of school improvement process and how to streamline the process to make real changes to benefit students.

Content

The conference theme points us to the issues of different types of assessments used to measure student learning in the era of "Standards." Data from assessments and other more qualitative sources vary in purpose and scope. It is important that teachers and other educators understand that not all data are alike. It is also critical that teachers use data in small schools to consider individual students because one student can make a real difference in the appearance of the results. Included in the discussion should be assessments imbedded in instruction and encourage teachers to use student performance to diagnose student learning. Please attend this session and work with a simple data model that considers multiple assessments at the building and the classroom level. This session will help you to make sense of school improvement as a simple process and how to really determine if your students are improving.

Designing and Maintaining Web Based Instruction

Presenter:

Tweed Ross

Kansas State University

Manhattan, Kansas

Designing and maintaining web classes has many attributes. One of them is insuring student participation. Without intensive efforts to insure students' activity, web classes become little more than watching a not too good video or text. When setting out to provide a class on the web — as different from using the web as a resource to support a traditional class — several factors must be incorporated into the web design and the expectations of both students and teachers.

Proposal

Experience and research in designing totally on-line courses in recent years has developed a new field of investigation about the effectiveness of this type of learning. Course material for on-line learning has several unique attributes that must be addressed. Among these are:

- A new discipline approach for teacher class preparation.
- A new discipline approach for student class preparation.
- A move away from time based learning.
- A move away from place based learning.
- New methods of student-teacher interaction.

Several observations in the development of course materials for a wide range of learners have each presented different challenges. The development of these courses has ranged from technology materials for undergraduate students (EDETC 318 @ Kansas State University) to leadership materials for doctoral students (EDADL @ Kansas State University) to staff development for practicing teachers (North Central Association – Teacher Training Academy on-line) to professional health care training. (The Learning Network Partners – Kansas Association of Healthcare and Services for the Aging.) Each of these different classes has taken a different level and style of interaction between the student and teacher. For the Internet to become an effective teaching tool (as different from a research tool in support of other methods of teaching) student interaction and participation must be planned at the beginning. This session will show each of these four programs, how they were designed and how each program called for a different strategy on student-teacher interaction.

Agenda/Objectives

10 min.	Introduction to on-line learning.
10 min.	Undergraduate Technology on-line.
10 min.	Graduate Leadership Studies on-line.
10 min.	Staff Development for Teachers on-line.
10 min.	Adult Education on-line.
10 min.	Q. & A.

Internet Content for the Classroom (Marco Polo)

Presenter:

Tweed Ross

Kansas State University

Manhattan, Kansas

Marco Polo explores the frontiers of internet-based education when web sites will be as much a part of school experience as textbooks and libraries are today. The project provides classrooms with internet-based content refereed by nationally recognized organizations: American Association for the Advancement of Science, Council of Great City Schools, National Council of Teachers of Mathematics, National Council on Economic Education, National Endowment of the Humanities, National Geographic Society and the Kennedy Center for the Performing Arts.

Proposal

Just as the textbook helps teachers provide credible information in a structured way that meets state curriculum guidelines, Marco Polo is designed to do the same over the Internet. And just like the textbook, the Internet requires valuable time to learn how to use these sites and the information they offer. Marco Polo strives to make sure it meets teachers' needs by offering useable, standards-based content that works within their prescribed curriculum and provides a structured and safe Internet experience for students.

What is Marco Polo? Marco Polo is a partnership between MCI WorldCom and six renowned educational organizations. These partnerships were created to produce five discipline-specific educational web sites. The web sites are geared primarily toward K-12 teachers, although some of the sites' resources are also appropriate for college-level work and for family activities.

Kansas State University and Marco Polo MCI have entered into a partnership agreement to provide this standards-based Internet content for the classroom. One of the most difficult challenges — beyond equipment and skills — that classroom teachers face in using the Internet to help in the learning of young people is finding, using and being assured of the quality and content of Internet materials. This partnership has developed an Internet site — Marco Polo — to referee and provide a "seal of approval" for both the content and the quality of the site design for educational purposes. Through an extensive review process these sites have been evaluated to insure these online materials support curriculum standards and objectives.

There are six discipline-specific educational web sites currently available. They have been evaluated by:

American Association for the Advancement of Science
National Council of Teachers of Mathematics
National Endowment for the Humanities and Council of Great City Schools
National Council on Economic Education
Kennedy Center for the Performing Arts
National Geographic Society.

This presentation will provide an introduction to the Marco Polo materials and how they can be used to match classroom objectives with Internet Content.

As a result of this presentation, the participants will be able to access Marco Polo materials and understand how they can be used to provide quality educational content for the class.

Agenda/Objectives

10 min.	Finding resources on the Internet for the class and assurance of quality.
10 min.	The Marco Polo Partnership and its purposes
30 min.	Examination of the Marco Polo materials (live).
10 min.	Question and Answer.

See: http://www.wcom.com/marcopolo/

After School Hours — The Job Doesn't Stop

Presenter:

Ardith Spencer

USD #338 — Valley Falls

Valley Falls, Kansas

If you are in the Valley Falls Elementary building after the regular school day closes, you may notice that there is quite a lot of activity with several children remaining after everyone else has gone home. There is an after school program for first through fifth graders called the 21st Century Community Learning Center of CLC.

The CLC is for any child who wants help with homework or needs tutoring. It is for any child who wants enriching and challenging activities, and it also provides a safe place after school for children.

The CLC grant project goals are to increase at risk student achievement scores in reading and math; teach students strategies to manage their behavior, resolve conflicts and prevent drug and substance abuse; offer opportunities for rural children to participate in a variety of cultural and recreational activities; and to create after school parent resource centers that include training in technology and parenting skills.

The CLC after school program at the Valley Falls Elementary school has proven to have been very successful the first year of operation. Our CLC Site has been used as a model to others who want to learn about the after school programs.

The children arrive at 3:15 and may stay until 6:00 p.m. Monday through Friday. A typical day includes a healthy snack, a curriculum lesson, homework and tutoring, educational games and activities, and lots of fun and laughter. A day at CLC does not look like the typical day in a classroom. The children are learning but in a very active, hands-on approach. In fact they probably don't realize when they have had a math lesson because of the high level of active learning! The CLC children have also experienced cultural activities, community service projects, baking and cooking, learning foreign languages, art projects and singing. The children have gone into the community with their singing programs. They even experienced an Opera Recital.

Our CLC site has two adult teaching assistants and two teen age teaching assistants plus myself to implement our program. We are very fortunate to have volunteers from the community to come on a regular basis to help children read and do homework. A strong emphasis is placed on helping children with math, reading, and spelling skills. Visit our CLC and you will always see a lot of activity, noise, laughter, and learning.

During this presentation I would present overheads, visuals, photos and examples about the successes and challenges of an after school program. The job of educating children doesn't stop when the last bell of the day rings. After school programs are new to our area and especially to the rural area. These programs are worth the effort.

Multiple Intelligence: Learning Styles of Students in Rural Education

Presenter:

Be Stoney

Kansas State University

Manhattan, Kansas

Objective

To understand the learning styles of students in rural education in relation to Multiple Intelligence.

Content

This proposal will focus on Gardner's seven principles of Multiple Intelligence and how students learning styles are utilized in the classroom.

Today, many rural schools are faced with many challenges, from poverty, to recruiting teachers, curriculum standards, and rural student achievements. Even though rural schools are met with many challenges, achievements have been the biggest impact. Make no mistake, Americans want schools where students must reach some "standard" of achievement, however, teachers styles are usually different from the learning styles of their students.

Much of the current writing about public school education has paid little or no attention to the differences between rural and urban schools learning environments, especially to the learning styles of rural students. To effectively restructure the educational systems, serious consideration should be given to rural education (Fitzgerald and Calliham 1992) and to the unique learning characteristics of students in these schools (Fitzgerald and Bloodsworth 1993). Just as students have preferred learning styles, so do teachers, and that learning style influences the effectiveness of the teacher (Whitington & Raven, 1995). Learning styles and its relationship to teaching styles are directly related to the academic success of students. In order for students to be effective learners, teachers must recognize or acknowledge the unique aspects of students and focus on the strengths and areas of intelligence students use in their learning environments. Teach to the strengths of the students not to the students' limitations.

Potterfield and Pace (1992) have identified eight learning characteristics of rural students. According to these researchers, rural students are likely to be global learners, have a strong preference to cooperate with others, see learning as a social experience, have an aversion for individual recognition, have difficulty with arbitrarily set time frames, prefer to have information transmitted orally and in a social setting, exhibit a tendency toward subjective conclusions, and have a sense of powerlessness concerning

events and the environment. These characteristics are similar of the learning environment based on Gardner's (1983) multiple intelligence theory.

Description of the framework then will be to address the learning styles of rural learners based on Gardner's seven principles of Multiple Intelligence and the eight characteristics of rural students, and the procedures and activities to correspond with each of the MI and learning characteristics of rural students.

References

Fitzgerald, D., and Calliham, S. (1992). From theory to practice: A collaborative model for defining education in the new South through restructuring. Paper read at the 39th Annual conference Southeastern Regional Association of Teacher Educators, November 4-6.

Fitzgerald, D., and Bloodsworth, G. (1993). Meeting the needs of urban and rural population areas: The professor's role in fashioning the program. Paper read at the meeting of the Mid-American Regional Conference of the Association f Teacher Educators, April 1-17, Wichita, Kansas

Gardner, H. (1993). Frames of mind. New York: Knopf.

The Success of All Day Everyday Kindergarten

Presenter:

Jeanne Stroh and Doug Conwell

USD #320

Wamego, Kansas

Objectives

1. Research on all day everyday kindergarten will be provided.
2. Information on scheduling, budgeting and developing a successful program will be provided.
3. Information on how to prepare the community for all day kindergarten.

Content

The research on early childhood development and the advantages of all day kindergarten has dramatically impacted our community. In the fall of 1999 our Site Council began studying all day everyday kindergarten. After an exhaustive process of feeding information to the public via the local newspapers, conducting community meetings, and surveys our BOE voted to support all day everyday kindergarten.

Since the State of Kansas does not support all day programs our funding has come through an LOB. The BOE as well as the community has been very supportive of our program and the slight increase in taxes to support it.

That support did not come easily. We (our Site Council) did a lot of writing and talking both one on one and in group situations. We published several articles in local newspapers and our district newsletter. All our communications were designed around the research showing the success of all day programs around the country.

In our proposal to the BOE we included a half-day option for parents who were not supportive of an all day program. Based on information we had through Kindergarten Round Up we believed we would have 10-15 half-day students. As it turned out we had only 1. This year we again will have one parent who has requested the half-day option.

Our program begins with a 4-week transition period. Students attend school half-day (8:10-11:10) the first three weeks of school. The fourth week students attend school through lunchtime (8:10-1:00). Beginning the fifth week, students attend all day.

As the year progressed we clearly saw the advantages of our all day program. By January we had about 50% of our students in reading groups. Fewer students were in need of remediation in math than had been necessary in past years. Teachers felt students were being challenged more by the curriculum and less stressed because there has been more time for individual instruction.

By the end of the school year we had 100% of our students in reading groups. We originally planned to have 75% of our students reading in Guided Reading level **B** by the end of kindergarten. We exceeded that projection by having 78% of our students reading in level **C** or above.

Guided Reading levels are A-B (kindergarten), C-I (first grade), J-M (second grade). M-Z (third grade)

Our math pre and posttest show great results as well. We have found that we have over 90% of our students meeting mastery in math concepts as well as problem solving strategies.

It has been truly an exciting, successful program for Wamego USD #320. We would not go back to half-day kindergarten in any way, shape or form. Certainly we all know that time is important. The instructional methods and activities are also a huge part of the achievement process. We continue to be research based in our instruction as we move forward with our all day everyday program.

On the following pages you will find our outcomes and indicators along with our assessment findings.

Method of Presentation:

Handouts outlining the research, scheduling, and instructional practices will be available to attendees. The speaker will have overhead visual.

Effects of Instructional Delivery of Violence Prevention Upon Elementary Age Students

Presenter:

Jim Teagarden

USD #364 — Marysville

Marysville, Kansas

School violence in its many forms is no longer just a problem of big cities. Rural and small schools daily face children who exhibit the early warning signs of violence. This session will review some common themes presented in three important publications on violence prevention in school. This session will supply the participants with access to resources to help plan for classroom, building level, and district level violence prevention programs.

An overview of a model program, **Second Step**, will be discussed and modeled. This program stresses skills in three areas: (1) empathy; (2) problem solving; and (3) anger management. This session will also present a method of determining the impact of violence prevention curriculum upon academic engaged time, social behavior, and teacher perceptions of social skills development.

Better Schools Through Public Engagement

Presenter:

Milan Wall

Heartland Center for Leadership Development

Lincoln, Nebraska

Objectives

Introduce a model approach to increasing public involvement in planning for school improvement and strengthening school-community partnerships.

Practice an activity designed to give community and school leaders a structured way to talk about rural school strengths and weaknesses.

Introduce a new resource guide for school-community joint planning

Content

Community involvement in education is not a new idea. At one time in our nation's past, community members built schools with their own hands and housed in their own homes. As schooling became more complex. Less direct community involvement became the rule. Today, the technical nature of education often keeps the community at a distance, and even parents are often ignorant of what schools are like or are complacent about school quality. According to national polls, public opinion today assumes that something may be wrong with schools elsewhere, but local schools are probably okay.

The vague good feelings about local schools that re suggested by the national polls are not good enough, however, in a world that is quickly changing in fundamental, structural ways. Because of the increasing complexity of society and economy, it's unlikely that school reform can succeed without broad-based community support. And because so few adults in out communities have children of school age, it's unlikely that community involvement will come easily for either schools or communities. With increased numbers of two-income and single-parent families, getting people involved in important local issues of any kind is often difficult.

Yet citizens do participate when they know how and when they perceive a real benefit from their involvement. Trust and comfort are integral to expanded community involvement, and they must be earned over time. It's a process of relationship-building that can be facilitated through systematic approach to identifying new leaders, support for school and community networks, and eventually building a shared vision for the future of the school and its importance to the community.

Method of Presentation

The presentation will begin with an introduction to "Better Schools through Public Engagement," a new resource guide for school-community joint planning in the rural setting, just published by the Heartland Center for Leadership Development. The guide covers topics such as:

- Building the School-Community Leadership Team
- Visioning the Kind of School-Community We Want
- Identifying Critical Issues
- Mapping Community and School Assets
- Developing a School-Community Action Plan
- Monitoring Results thorough Continuous Learning

The resource guide lays out a theoretical framework for each of the major topics listed above, then provides suggested activities that rural schools may use intact or adapt to their own community situation. Then one of those activities will be practiced by participants. This activity is called "Rural School Strengths and Weaknesses: A Guided Discussion for Listening Trios."

Grant Writing for K-12 Schools

Presenter:

Stan Ward

USD #383 — Manhattan/Ogden

Manhattan, Kansas

This session will focus on finding and writing K-12 grants from federal and state agencies. Examples are the Kansas Technology Literacy challenge Fund grants, Kansas GenY Student Technology grants; UDOE Community Technology Centers: USDOE 21st Century Community Learning Centers; etc. The course will emphasize Internet research; RFP evaluation; effective proposal writing; budgets (including overhead) and audits.

School Reorganization Planning

— The Toughest Collaboration —

Presenters:

Regi Wieland

Ft. Hays Educational Development Center

Hays, Kansas

G. Kent Stewart

Kansas State University

Manhattan, Kansas

Increasing numbers of rural school districts are experiencing enrollment declines. Many families are leaving rural geographies for employment in more economically vibrant urban and suburban areas. Reapportioned legislatures tend to have an increasing number of legislators who are more attuned to urban and suburban issues than they are to rural issues. Allocation of tax dollars leaves many school districts financially strapped. The most vulnerable districts, in addition to enrollment decline, must cope simultaneously with aging building and teacher shortages.

For some of these districts the unhappy solutions to such problems are internal reorganization, perhaps some school closures, and in a few cases mergers with neighboring school districts. Such solutions represent ultimate frustrations for many parents and citizens. To them these solutions seem to defy common sense and logic. There is a proven process for public involvement that helps bring understanding and facilitates public consensus. This process is the essence of this presentation. Seminar participants will learn what works and what doesn't and how to organize teachers, parents, and interested citizens to produce problem solutions that are fairly well accepted and at least understood as being reasonably viable.

Effective Evaluation: Analysis of the Teacher Episode

Presenter:

Jerry Will

Emporia State University

Emporia, Kansas

Objectives and Content

The primary goal of this presentation is to assist principals in 'identifying effective instruction' and knowing 'what' to evaluate rather than 'how' to evaluate. Objectives focus on evaluating the quality and content of instruction rather than proposing another evaluation procedure. Participants will learn what questions to ask when evaluating the teacher episode as well as how to identify and evaluate effective instruction, lectures, questioning techniques and levels of questioning, assignments, demonstrations, individualization, daily and unit plans, and teaching styles.

Style of Presentation

The method of presentation utilizes appropriate handouts and an array of transparencies. Discussion, participation, and interaction are encouraged by design to involve participants.